

## Recommended Reintegration Plan Worksheet

**Instruction:** Campus Special Education Chairperson or case manager should coordinate with all relevant school and district personnel to gather data and complete the Recommended Reintegration Plan Worksheet prior to reviewing the plan at an ARD/IEP meeting. The reintegration criteria and target return date along with appropriate training of staff must be indicated in the ARD/IEP documentation.

**Student:** John Doe

**Grade/Age:** 10th / 17

**Disabilities:** AU/ED/SI

**Current Placement:** Houston Residential

**Receiving Campus:** Houston HS

**Date:** 9/6/2016

Needs	Guidance and Instructions to Meet Each Need Listed	Proposed Service Providers (List title or type of position)	Estimated Timeline
<b>1. Student Skills Needed</b> Describe student skills and progress needed in order for this student to be reintegrated into the receiving campus. Itemize these specific skill developments in priority order. <ul style="list-style-type: none"> <li>Physical aggression reduced to the point that John is not a threat to himself or others</li> <li>Temper outburst reduced to the point that John can benefit from instruction</li> <li>Compliance behavior increased to the point that John can access his education with supports available on campus</li> </ul>	<ul style="list-style-type: none"> <li>24-hour, intensive behavior support</li> <li>Low student-staff ratio 1:1 to 1:6</li> <li>Highly structured environment</li> <li>Staff trained in Emergency Behavior Intervention (EBI), Satori Alternative to Managing Aggression (SAMA) and Specialized Safety Intervention (SSI)</li> <li>Psychiatric Services</li> <li>Psychological Services</li> <li>Speech Therapy</li> <li>Capacity to provide academically challenging, on-grade level education</li> <li>Transition services</li> </ul>	<ul style="list-style-type: none"> <li>Highly-qualified educators</li> <li>Behavior management-trained instructional assistants</li> <li>Psychiatrist</li> <li>Licensed Specialist in School Psychology</li> <li>Nurse</li> <li>SOAR Case Manager</li> </ul>	In place by 7/31/2016
<b>2. Receiving Campus Needs</b> Describe the receiving campus needs (staff/equipment/facility) to ensure an adequate program when the student returns to the campus. Indicate the number of staff, assistive technology, and facility resources needed for the student. <ul style="list-style-type: none"> <li>Highly structured classroom</li> <li>Mainstream classes with integrated support</li> <li>Training in Nonviolent Crisis Intervention</li> <li>Nursing Services</li> </ul>	<ul style="list-style-type: none"> <li>Access to a low-population Structured Learning Class with teacher and aides trained in non-violent crisis intervention</li> <li>Special education staff that provide integrated services to support high-functioning students in general education settings</li> <li>Ability to provide teacher-student ratio 1:1 to 1:6 as well as implement John's IEP in general education settings</li> <li>Campus-based nurse to monitor and administer medication</li> </ul>	<ul style="list-style-type: none"> <li>Highly-qualified SLC teacher</li> <li>Behavior-management-trained instructional assistants</li> <li>Campus counselors or social worker</li> <li>Licensed Specialist in School Psychology</li> <li>Special Education Program Specialist</li> <li>SOAR Case Manager</li> </ul>	In place by 7/31/2016

Needs	Guidance and Instructions to Meet Each Need Listed	Proposed Service Providers (List title or type of position)	Estimated Timeline
<ul style="list-style-type: none"> <li>• Psychological Services</li> <li>• Speech Therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Campus-based counselor or social worker to provide de-escalation support and respond to acute incidents</li> <li>• Campus or district case manager to serve as a liaison between school personnel and community treatment professionals</li> </ul>		
<b>3. Student and Family Needs</b>  Describe student and family needs to ensure implementation of the IEP when the student returns to the campus. Include the name of the community authority that is providing the support. For reintegration to be successful, describe the support provided by the authority. <ul style="list-style-type: none"> <li>• Psychiatric Services</li> <li>• Psychological Services</li> <li>• Speech Therapy</li> <li>• Effective techniques for supporting compliance behavior</li> <li>• Access to urgent/crisis services</li> <li>• Respite Services</li> </ul>	<ul style="list-style-type: none"> <li>• Case management</li> <li>• Medication management</li> <li>• Behavior plan coordination between family and school</li> <li>• Family counseling or parent education</li> <li>• Coordination between community service providers and campus</li> </ul>	<ul style="list-style-type: none"> <li>• Houston Residential educators and/or behavior support providers</li> <li>• Harris Center for Mental Health and IDD</li> <li>• CRCG</li> <li>• SOAR Case Manager</li> <li>• Special Education Social Worker</li> </ul>	In place by 7/31/2016
<b>4. Emergency Psychological Care Needs</b>  Develop a plan to address unexpected dangerous situations after reintegration. This plan should list emergency psychological care needed by priority and appropriate contact information. <ul style="list-style-type: none"> <li>• Campus-based</li> <li>• District-based</li> <li>• Community-based</li> </ul>	<ul style="list-style-type: none"> <li>• Initial response by campus staff trained in crisis intervention</li> <li>• HISD Crisis Management Team can be reached at 713-923-8597</li> <li>• Harris Center Emergency Services are available through 713-970-7000</li> </ul>	<ul style="list-style-type: none"> <li>• Identified campus team trained in Nonviolent Crisis Intervention</li> <li>• HISD Crisis Management Team</li> <li>• Harris Center for Mental Health and IDD</li> </ul>	In place by 7/31/2016

Needs	Guidance and Instructions to Meet Each Need Listed	Proposed Service Providers (List title or type of position)	Estimated Timeline
<p><b>5. Reintegration Criteria and Target Return Date</b></p> <p>Indicate criteria that must be met in order to implement the reintegration process and set target date for return.</p> <ul style="list-style-type: none"> <li>• When John is able to successfully meet behavioral goals, he will be given an increased number of consecutive nights at home to allow for generalization of skills.</li> <li>• John will meet the following behavioral goal: <ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 2 incidents of physical aggression, property destruction, temper outbursts and noncompliance for an entire school year</li> </ul> </li> <li>• When behavioral goals are mastered, John's ARD Committee will address transition into an appropriate Non-Public Day Program</li> <li>• When John successfully reintegrates into a Non-Public Day Program and continues progress, an ARD meeting will be convened to address reintegration into the receiving campus.</li> </ul>	<ul style="list-style-type: none"> <li>• IEP monitoring</li> <li>• John will need to transition to and maintain success in a Non-Public Day Program prior to reintegrating to an LEA campus</li> <li>• SOAR case manager will inform the area schools senior manager of John's strengths and needs</li> <li>• The area schools senior manager will identify the most appropriate campus for John</li> <li>• HISD will facilitate visitation of the identified campus by John's parent</li> </ul>	<ul style="list-style-type: none"> <li>• Houston Residential instructional and related services staff</li> <li>• Campus nurse</li> <li>• Campus administrative and instructional staff</li> <li>• SOAR Case Manager</li> <li>• Licensed Specialist in School Psychology</li> <li>• Special Education Social Worker</li> <li>• Special Education Program Specialist</li> </ul>	<p>In place by 7/31/2016</p>